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ABSTRACT

Since the launching of the New Society in 1972, educational focus in the Philippines has been on manpower development and the creation of employable graduates, thus tying education to economic and national development. Despite an 83% literacy rate, low productivity and employment were cause for a revised elementary/secondary curriculum which begins occupational awareness and pre-vocational training in first grade. In high school there is adequate vocational training for graduating students to obtain initial gainful employment or continue in postsecondary technical institutions. Secondary students also specialize in practical arts geared to home economics, agriculture, industrial arts, business, or fisheries. Part of the curriculum, the Youth Civic Action Program, exposes students at all levels to the socio-economic realities of the country through work-experience projects in health, development, improvement, and food production. To help meet food production needs, the government has initiated the Supervised Farming Program of agricultural work experience which constitutes the core curriculum in thirteen experimental high schools (which teach agribusiness skills for scientific farming), six barrio development schools (which improve quality of life in some of the 33,000 barrios), and seventy postsecondary agricultural/technical schools (which train middle level manpower). (SB)

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COMBINING EDUCATION AND WORK

Experiences in Asia and Oceania

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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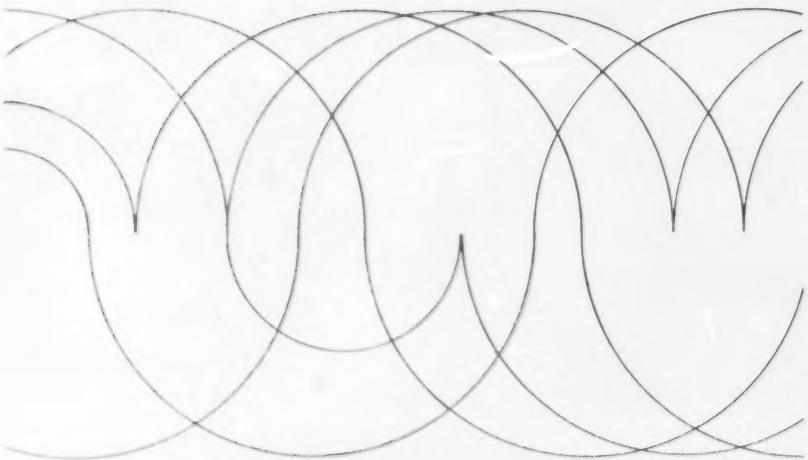

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Experiences in Asia and Oceania

Philippines

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PREFACE

Many countries in Asia and Oceania, as in other regions of the world, are engaged in reorienting their education systems. A basic concern underlying these efforts is to make education functional and relevant to the needs of the individual and of the society. It is increasingly felt that the education systems tend to get isolated from the larger social, cultural and development goals of the society. This isolation is engendered when the process of learning is separated from the context of action and work, and is nowhere as marked as in the failure of education to provide children and youth with an active comprehension of the world of work.

The response to the problem is reflected in a variety of programmes underway in several countries of Asia and Oceania. Considering the importance of the issue, the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (24 July - 1 August 1978, Colombo) has "Interlinking of Education and Productive Work" as one of the major themes of the Conference.

The country studies presented in the present series were received in response to Unesco's request to the Member States. By the time of going to the press, studies from twelve countries were received and they comprise the present series being issued on the occasion of the Fourth Regional Conference. The assistance of Unesco National Commissions in these countries in having the studies prepared and of the organizations and scholars who have been responsible for them is gratefully acknowledged. These studies cover a wide spectrum of experiences, ranging from experimental projects to comprehensive, system-wide programmes, and detailed descriptions are offered of one or more projects in actual operation. It is hoped to add to the series as more country studies become available.

Opinions expressed in this publication are those of the author and do not necessarily represent the views of Unesco.

PART I

A. General Description and Policy Trends

Dr. Charles Hummel, reporting in his book, *Education Today for the World of Tomorrow*, finds it very encouraging that in many countries of the developing world there is "a tendency to integrate education more carefully within overall development plans."[1] Indeed, in the Philippines the reform of the educational system has been geared towards dovetailing education with national development. The President of the Republic, His Excellency Ferdinand E. Marcos states thus:

> "Education is basically intended to satisfy the human need for knowledge. In a developing society such as ours, it acquires the more urgent obligation to address itself to the needs of national development. Manpower development seeks to respond more directly and more materially to the changing as well as mounting requirements of the process of development...
>
> Education then is a source of economic and social benefits. It determines in part the individual's income and society's productive capacity. It is also a principle of occupational and therefore social mobility...
>
> Education and manpower development together with employment constitute the central factors of the human resource development strategy. They are central because they can make possible the satisfaction of the other basic material needs such as food, housing and medical care...

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1. Hummel, Charles. *Education Today for the World of Tomorrow*, as reviewed by Betty Werther in *Unesco Features*, No. 747, (1978), Unesco, Paris, p. 12.

> In the context of a rapidly growing population seeking entry into the school system and jobs in the labour market, we established two basic formulations of policies in the area of education and manpower development. These basic policies have provided the framework for redirection, adjustment and innovation."[2]

President Marcos was referring firstly, to the Educational Development Decree (Presidential Decree 6-A) which defined the objectives of the national educational system, relating them more directly to the goals of national development; and, secondly, to the New Labour Code (Presidential Decree 442) which seeks among several major objectives, to maintain, through manpower development and employment promotion, a national work force capable of meeting the requirements of national development.

The country's Four-Year Development Plan (Fiscal Years 1974-1977) therefore, includes programmes of manpower and educational reforms which are directed mainly towards the development of the needed skills in response to projected future needs of the economy. The Plan stresses the need for developing human resources for the promotion of economic development and social progress because "it is in this manner that the people will be better equipped for gainful employment as well as be able to share in the fruits of economic advancement."[3]

It is in the context of these basic national policies that the Board of National Education revised and restated the national educational aims to make them operationally workable objectives. These revised national educational aims superseded the fundamental aims and objectives of education issued by the Board in 1957.

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2. Marcos, Ferdinand E., *Five Years of the New Society*, Manila, 1978, p. 116.

3. Republic of the Philippines, *Four-Year Development Plan, FY 1974-1977*, Manila, 1973, p. 22.

B. Reorienting School Programmes to Combine Education and Productive Work Experiences

It may be stated here that "work experience" has been a part of the curricular programme of the Philippine schools since 1900.[4] The objective of work experience was to develop among the young an appreciation for work and a responsibility for maintaining the environment of their school in an attractive and safe condition.

A survey of the public schools in the Philippines in 1960 showed that:[5]

> "Each day an eighty-minute period is provided for agriculture in grade five, and a similar period for shop activities in grade six. The agricultural work in grade five is usually gardening and cultivating field crops. However, some schools also give instruction in the care of swine and poultry. The shop activities in grade six are general in nature. They introduce the student to simple hand tools and the raw materials of the region in which the school is located. Most of the children are eleven to thirteen years of age. They learn many agricultural and shop skills, benefit from the physical activity, and are provided with an outlet for their native creativity. This programme is primarily pre-vocational and an extension of work experience. During these two grades, girls are given training in handicrafts, cooking, and sewing as provided in the home economics curriculum...
>
> The initial specific programme of vocational training begins at the secondary level in the trade schools, the schools of agriculture, and the fishery schools. The achievement in these schools might be considered to

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4. Manuel, Juan L. *Source Book in Philippine Education*, Manila, 1973, p. 220.

5. *A Survey of the Public Schools of the Philippines*, 1960 (Carmelo and Bauermann) p. 180-182.

> have three levels. The first level is the broad basic training, which consists largely of basic principles, simple projects, and the use of fundamental hand tools. This will, in general, be given in the first two years, and will develop the basic skills of the occupation for which the student is in training. The second level of training provides for more complex projects, with additional tools and equipment, and for the development of more extensive skills. It develops a tradesman or an agriculturalist who has the skills for performing his occupation effectively and efficiently. This higher level of skill is the primary objective of all the vocational schools. The programme of vocational training in the Philippines has a third level of training. Its objective is to train for exceptional skills and is called "technical training." It is given for a period of two or three years beyond the four-year secondary level...
>
> There are four major types of vocational schools: trade schools, agricultural schools, fishery schools, and home industry centres. The first three are primarily secondary schools, with some post-high school curricula. The home industry centres are for adults or out-of-school youth."

The curriculum that was generally followed until recently corresponded with that on the Tables 1, 2 that follow.

Table 1

Sequence of Subject and Time Allotment

Subjects	Minimum No. of Hours a Year in Each Grade		Minimum Total No. of Hours in the Elementary School		
	I-II	III-VI	I-II	III-VI	Total
English	266.6	266.6	533.3	1066.6	1599.9
Pilipino	----	453.3	----	533.3	533.3
Vernacular	266.6	----	533.3	----	533.3
Social Studies ...	----	133.3	----	533.3	533.3
Health and Science	----	133.3	----	533.3	533.3
Arithmetic	133.3	133.3	266.6	533.3	799.9
Arts and P.E.*....	133.3	133.3(III-IV) 200(V-VI)	266.6	466.6	733.2
Total					5266.2

Table 2

Sample Daily Schedule Indicating Number of Minutes Allotted to Each Subject

Subjects	Grade		
	I - II	III - IV	V - VI
English	80	80	80
Pilipino	--	40	40
Vernacular	80	--	--
Social Studies	--	40	40
Health and Science	--	40	40
Arithmetic	40	40	40
Arts and Physical Education*...	40	40	60
Total	240	280	300

* Arts in Grades I to IV includes music, drawing, painting, modelling, hobbies, clubwork, etc. In Grades V to VI, it is practical arts, which is home economics for girls, and gardening and shop-work for boys. Home economics and home gardening in the practical

arts courses should emphasize home application - that is, the school projects undertaken in these classes function for demonstration purposes. Students should apply what they learn in school in projects of their own at home.

The suggested division of the time allotment in Grades V and VI is as follows:

Practical Arts	30 minutes
Physical Education	30 minutes
	60 minutes

The apportionment of time in Arts and Physical Education in Grades I to IV may be decided by the teachers and the principal subject to approval by the superintendent.

It may be stated here as well that the literacy rate in the Philippines is remarkably high at 83 per cent. The figure compares favourably with those of developed societies. In fact, the *Unesco Statistical Yearbook of 1968* reports that the Philippines ranks second to the United States in terms of higher education enrolment per 100,000 population.

It has been sadly realized, however, that "literacy *per se* is not equatable with productive employment. For despite the country's impressive literacy record, it is still plagued with mounting unemployment and underemployment."[6]

Secretary Juan L. Manuel, commenting on the need for a manpower development programme amidst reports of a highly literate citizenry says:

> "While the situation apparently augurs well for the country, yet the investment in education both from the public and private services did not pay dividends as most of the graduates were either unemployed or were seeking employment in some other countries. Those left behind created some form of social activism. Meanwhile, the classified ads sections of every daily newspaper were

6. Ople, Bernardo F., *Nonformal Education for Development*, Quezon City, Philippines, 1977, p. 2.

> almost crowded with help wanted ads announcing the need for men with nearly all kinds of skills...
>
> The Department of Education was then left with the problem of redirecting the educational system to turn out employable graduates."[7]

Many courses of action were subsequently taken by the government towards the attainment of the heretofore stated goal: redirection of the educational system to turn out employable graduates.

In 1967, the Board of National Education re-examined the original objectives of education to determine their relevance to the social conditions and the needs of the nation. The Committee that was created for this purpose found the fundamental objectives still "valid, functional and attainable" but that "contemporary events in the country pointed to a need to assess and improve the educational system to make it responsive to the challenge of modernization and the goals of national development."

In 1969, Republic Act No. 5462 was passed by the Congress of the Philippines to "take care of, train and develop human resources and to establish institutions and formulate integrated plans, programmes and projects as well as insure efficient and proper allocation, accelerated development and optimum utilization of the nation's manpower and out-of-school youth and thereby develop efficiency and strengthen civic efficiency and family life."

Meanwhile, the Department of Education and Culture undertook the closure of substandard schools and colleges that were considered mills for diplomas; the limitation of the enrolment in non-productive courses; stepping up the activities of the Home Industries Division; gearing the offerings in the vocational schools and colleges to the industrial needs of the communities they serve, and revising the curricula of the secondary and primary levels of education towards manpower development.

On December 24, 1969, through Executive Order No. 202, the Presidential Commission to Survey Philippine Education was constituted by President Marcos to "undertake

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7. Manuel, *op. cit.*, p. 92.

a thorough study and assessment of education in the Philippines and make recommendations for policy and implementation."

On December 12, 1970, the Commission furnished the Board of National Education copies of its Survey Draft Report for its preliminary reactions.

In May, 1971, the final report of the Commission was referred by the President to the National Board of Education for further study and action. Most of the recommendations by the Commission were approved by the National Board of Education and are now considered official educational policies. The major project recommendations were embodied in the Educational Development Act of 1972 which was endorsed to the Congress of the Philippines. With the proclamation of martial law on September 21, 1972 and the governance of the country by decrees, this Act is now known as Presidential Decree 6-A: The Educational Development Decree referred to earlier in this report.

The following, therefore, is a re-statement of developmental goals and educational aims as recommended by the Commission, approved by the National Board of Education and embodied in the Educational Development Decree of 1972:

1. National Development Goals

   a. To achieve and maintain an accelerating rate of economic development and social progress;

   b. To assure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth; and

   c. To strengthen national consciousness and promote desirable cultural values in a changing world.

2. National Educational Aims

   a. Provide for a broad general education that will assist each individual, in the peculiar ecology of his own society, to 1) attain his potential as a human being; 2) to enhance the range and

quality of individual and group participation in the basic functions of society; and 3) acquire the essential educational foundation for his development into a productive and versatile citizen.

b. Train the nation's manpower in the middle-level skills required for national development.

c. Develop the high-level professions that will provide leadership for the nation, advance knowledge through research and apply new knowledge for improving the quality of human life.

d. Respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation.

Thus the major reforms towards reorienting school programmes to combine education and productive work experiences were initiated with the launching of the Philippines New Society in 1972, this in accordance with the new educational aim of training the nation's manpower in the middle-level skills required for national development.

The Revised Secondary Curriculum was issued by the Department of Education and Culture in 1973. (See Table 3 on page 10).

The Revised Elementary Curriculum, 1977 (Tables 4 and 5 on pages 11 and 12) will be tried out beginning in school year 1978-1979.

These revised curricula (vide Tables 3, 4, 5) are being adopted in response to the recommendation of the Presidential Commission to Survey Philippine Education that the educational system must undergo a change in its goals, structure and methods to be relevant to the changing society. Work education, practical arts and vocational courses are emphasized in all levels of instruction. In addition to specific time allotment for these courses, the Department of Education and Culture enjoins teachers to make use of every opportunity in the basic curricular offerings to combine practicum and classroom lectures.

Table 3

The Revised Secondary Curriculum
(The following curriculum is for all high schools)
Time Allotment - Minutes Per Week

Subjects	1st Year		2nd Year		3rd Year		4th Year	
	Units	Min. per week	Units	Min. per week	Units	Min. per week	Units	Min. per week
Communication Arts (English)	2	300	1	180	1	100	1	180
Communication Arts (Pilipino)	1	180	1	180	1	180	1	180
Social Studies	1	180	1	180	1	180	1	180
Science	1	180	1	180	2	300	2	300
Mathematics	1	180	1	180	1	180	1	180
Practical Arts/ Vocational Course*	1	300	1	300	1	300	1	300
Electives (Academic/ Vocational)**	-	-	1	180/ 300	2	360/ 600	2	360/ 600
Youth Development Training (I-III)	1	300	1	300	1	300	1	300
Citizen Army Training (IV)								

* Series of vocational subjects to choose from which will give the students sufficient training for initial gainful employment and/or preparation for the post-secondary technical institutes. There should be as many series or sequences of vocational courses (agriculture, fishing, etc.) which the community demands and which the school can afford to offer.

** If elective is Practical Arts and in Shop or Field Work, it should be 1 unit for 300 minutes a week or one hour a day for five days a week. If elective is academic, it should be 1 unit for 180 minutes a week or one hour a day for three days a week. In the 3rd and 4th years the time allocation is doubled in each case.

Practical Arts. This programme includes Home-making Arts, Agricultural Arts, Industrial Arts, Business

and Distributive Arts, and Fishery Arts. It is envisioned to expose the boys and girls to as many areas of Practical Arts as possible and to develop trainability through occupational orientation, occupational understanding, and to develop good work habits and ways of getting along with people in the occupations. During the first and second years, the student will go through exploratory experiences in at least three areas depending on the resources and facilities of the high school and the economic needs of the community. At the end of the second year he shall have selected one area in which he is particularly interested and in which he will get further training during his third and fourth years to make him a useful member of his family and to gain initial employment after graduation.

Table 4

Elementary School Curriculum
Time Allotment - Minutes Per Day

Subject Areas	Daily Time Allotment				
	I	II	III	IV	V-VI
Opening Activities	20	20	20	20	20
Communication Arts (English)	60	60	60	50	60
Communication Arts (Pilipino)	60	60	60	50	60
Mathematics	40	40	40	50	50
Physical Education	30	30	30	30	30
Music and Art Education	30	30	30	30	30
Supervised Activities	-	-	20	20	20
Science and Health	-	-	30	30	40
Work Education*	20	20	30	30	50
Araling Panlipunan (Social Studies)	-	-	-	40	40
Total minutes per day	260	260	320	350	400

* In Grades I and II Work-Education emphasizes the development of desirable work attitudes and habits through learning situations relevant to everyday chores at home, school and the community and the production of useful articles from recycled materials. Work on recycled materials shall be correlated with art and with projects in the various subject areas.

Combining education and work

If the teacher is skillful in integrating work education with other subject areas, e.g., social studies, the separate period for the subject may be omitted in Grades I and II, but there should be stress on the attainment of the expectancies for the grades: desired attitudes towards work and basic work skills applicable to daily chores.

Beginning Grade III this area covers the phases of work in elementary agriculture, home-making and family living, industrial arts, retail trades and YCAP activities designed to develop awareness and interest in occupational jobs, increase knowledge and understanding of systematic ways of doing things, foster positive values and attitudes towards work and cultivate proper work habits and skills in the utilization of resources.

Table 5

Elementary School Curriculum
Time Allotment - Minutes Per Week

Subject Areas	Weekly Time Allotment				
	I	II	III	IV	V-VI
Opening Activities	100	100	100	100	100
Communication Arts (English)	300	300	300	250	300
Communication Arts (Pilipino)	300	300	300	250	300
Mathematics	200	200	200	250	250
Physical Education	150	150	150	150	150
Music and Art Education	150	150	150	150	150
Supervised Activities	-	-	100	100	100
Science and Health	-	-	150	150	200
Work Education*	100	100	150	150	250
Araling Panlipunan (Social Studies)	-	-	-	200	200

* In Grades III and IV, Work Education primarily aims to develop awareness of the world of work in the home and community through exploratory courses including the knowledge and skills pertaining to different occupations. In Grades V and VI, concentration in at least one of these occupational or work skills is desirable.

In addition to all these curricular reforms, the Department of Education and Culture embarked on a Youth Civic Action Programme (YCAP), which enables the student youth to direct their energies and demonstrate their creativeness and their capabilities to the task of nation building particularly the development of rural and depressed communities.[8]

The YCAP is a programme designed for students at all levels, elementary, secondary and collegiate. The principal objective of the programme is to expose the young citizens to the social and economic realities of our communities in the hope that having invested time, energies and talents in the effort to ameliorate socio-economic conditions, the youth may be roused into some definitive action for the well-being of the community.

On the elementary level, the concepts of the Youth Civic Action Programme are integrated in the curriculum and, therefore, form part of the total school programme. The school principal, the YCAP co-ordinator and the teacher, in co-ordination with other interested community personnel, determine at the beginning of each school year the YCAP projects to be undertaken by the school. These projects may be in any one of the following areas:

A. Community Survey to Determine Places that Need Improvement

1. Field trips around the community.
2. Participate in nutrition and other development programme surveys.

B. Environmental Sanitation

1. Destroying breeding places of mosquitoes and flies.
2. Waging a "no littering" campaign.
3. Waging a "no spitting" campaign.
4. Planting trees for shade and beautification.
5. Planting ornamental plants.
6. Planting vacant lots with vegetables or flowering plants.
7. Distributing garbage cans in public places.

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8. Manuel, Juan L. "Message" *YCAP Handbook*, National Media Production Center, Manila, 1977, p. 1.

C. Food Production/Green Revolution

1. Green Revolution Projects in one's home.
2. Community Green Revolution project.
3. Launching a plant-a-fruit tree campaign.
4. Distributing vegetable seed-seedlings.

D. Production of Cleaning and Sanitary Equipment

1. Making midrib/soft brooms for sale at low cost.
2. Making covered garbage cans at low cost.
3. Making doormats for sale at low cost.

E. Participate in the development programmes of the community including tourism, sports development, agriculture, etc. approved by the local YCAP Committee.

At the secondary level, the students participate in development projects approved by the local YCAP Committee. This Committee is composed of the school YCAP co-ordinator, the Division YCAP co-ordinator and the Civic Action Officer of the Department of Local Government and Community Development, and they identify the projects/activities to be undertaken at least 15 days prior to the beginning of each school year. Being a curricular subject YCAP is indicated in the students' card and the grade he obtains on his participation is indicated in his school records.

At the post-secondary level students are required to render at least 120 hours to YCAP work; this is a prerequisite for graduation. Students are allowed to participate in the YCAP in their junior year or the curriculum year preceding their graduation.

The Youth Civic Action Programme is a combination of lecture and actual work participation. The programme is a joint undertaking of the school, the student and the community. The National YCAP Coordinating Center's observations on the Programme are as follows:[9]

> "It has been observed that at the start of the YCAP assignments, the student participants invariably demonstrate the attitude of merely fulfilling the required 120-hour

9. *YCAP Handbook*, National Media Production Center, Manila, 1977, p. 7.

civic action work so that they may be certified as having completed the YCAP requirements. They usually do not exhibit the enthusiasm, drive or the initiative usually shown by volunteers in other community service projects. But in the later stages of their assignments or when the period of their assigned work area is reaching its peak, their enthusiasm and eagerness become more pronounced. Many instances of this trend tend to show that the civic action programme of the government for students will reap a rich harvest of concerned and civic service oriented citizens in the future."

C. Combining Education and Work for Out-of-school Population

One of the major problems of education in the Philippines is the low survival rate in the formal educational system. The Presidential Commission to Survey Philippine Education reported in 1970 that for the Grade 6, the survival rate was only 55 per cent; for 4th year high school, 25 per cent; and for college, 11.5 per cent. "These figures simply mean that there are about six million Filipinos between 12 and 17 years of age who are out of school and some 600,000 who join their ranks every year."[10] The problem has, therefore, become economic.

On December 8, 1966, President Marcos created the Manpower Development Council through Executive Order No. 53, to serve as the central authority in manpower planning and co-ordinating agency in the development and utilization of human resources. After months of planning and organization, the Council established a six-week skills training programme in five pilot provinces. 1,073 out-of-school youths and jobless adults took the trade courses offered, and most of them found immediate employment after completion.

Because of the success of the initial programme, mass skills training was conducted on a national scale in co-operation with local government authorities and other

10. Ople, *op. cit.*, p. 7.

government agencies, particularly the Department of Education and Culture.

In 1969, Republic Act 5462 was passed by the Congress of the Philippines which added the youth component to the programme of the Manpower Development Council and gave birth to a new agency, the National Manpower and Youth Council.

In 1970 the Council established 174 training centres offering 49 different courses or combination of courses. A total of 72,420 unemployed adults, and out-of-school youths graduated from these courses.

A subsequent study undertaken by the Council and the UNDP/ILO showed, however, a low absorption rate of 32 per cent. In 1972, therefore, the whole programme of the Council was re-structured. The main thrusts of the Restructured Manpower Training Programme were: 1) emphasis on quality of trainees and trainers and 2) emphasis on the relation of the Programme to the actual needs of industry in the region where it is implemented.

The restructured Programme provided for the following: an instructor training programme, a trainee selection strategy, a training scheme, a simulated factory atmosphere, a modular system for the preparation of training materials and a scheme of evaluation and follow-up. The programme also emphasized provisions for individual differences in learning pace and co-operation with local firms to evaluate the programme of the trainees.

In 1973 there were twelve training centres located in various provinces from which 4,275 trainees had graduated by 1976.

The Director-General of the National Manpower and Youth Council has emphasized that every effort is to be made to ensure that the graduate makes best use of the skill acquired by him during the training. Follow-up work starts three months after graduation to determine whether or not the graduate has been reasonably placed. The Restructured Manpower Training Programme guidelines provide for the appointment of a placement officer to establish a continuing link with industry.

PART II

Project Report: The Supervised Farming Programme (SFP)

The Supervised Farming Programme today constitutes the "core of instruction" in the country's thirteen (13) experimental agricultural high schools, six (6) barrio development schools and seventy (70) agricultural schools on the post-secondary level. The programme has been launched as an innovation in the sense of a more responsive and practical approach towards helping meet the demand for increased food production, a priority concern of the government at present.

The objectives of the Supervised Farming Programme are:[1]

1. For the Experimental Agricultural High Schools

   a. To equip the students with manipulative and agri-business skills which a scientific farmer needs for proficiency in a certain chosen farming enterprise by undertaking them in their home farms or under conditions approximating the actual situation outside the school.

   b. To demonstrate the profitability of the farming enterprise.

   c. To build up the students' self-confidence to undertake supervised farming enterprises and thus encourage them to engage in agricultural ventures after graduation.

   d. To develop the co-operative abilities and leadership potential of the students.

2. For the Barrio Development Schools - The BDS idea was conceived to improve the socio-economic conditions of the barrio people by operating a barrio development school that emphasizes occupational training in agriculture for at least four years.

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1. Mancebo, Samuel T., (editor), *Implementation Handbook on Supervised Farming Programme*, EDPITAF, Manila, 1976, p. 9-12.

In addition, the SFP has four educational objectives for the BDS, namely:

a. To develop a better rural life.
b. To develop better homes.
c. To increase production and income.
d. To develop an actively participating citizenry.

As a non-college preparatory school programme, the BDS offers subjects which are selected and taught to prepare the students for successful farming occupations. One distinct purpose of the BDS is to serve both as a means for the direct development and improvement of the quality of life in the barrio. It also provides the succeeding generation of farm people a true-to-life setting in their training which would not alienate them from, but rather strengthen their identity with, the barrio.

3. For the Two-Year Agricultural Technician Course - This course was designed to train NCEE non-qualifiers along three pedagogic objectives:

a. To equip the students with the necessary manipulative and managerial skills for gainful employment through an experience-training programme;

b. To develop proper work habits, attitudes and self-confidence in handling agricultural and service projects;

c. To produce graduates who will supply the middle-level manpower needs of technicians, farm managers and "bankable" enterpreneurs.

Entrance requirements

1. For the Secondary Agricultural Schools

a. Enrolees must be graduates of recognized elementary schools and must present credentials upon matriculation.

b. They must be physically fit for work as certified by a government physician before undergoing the aptitude test.

c. They must pass the vocational interest test, aptitude test and mental ability test.

d. Each must present a written promissory note of the student attested to by the parent/ guardian and stating that: (1) the student is interested and desirous of becoming a farmer after graduation; and (2) the student who will undertake Supervised Farming Programmes in his home farm lot or space which the parents or any guarantor will permit to be utilized by the student in his supervised farming project.

2. For the Barrio Development Schools - In the recruitment and selecting of prospective BDS students, both the male and female youths are considered. The responsibility of recruiting and selecting BDS students rests upon the BDS staff and the members of the Local Advisory Council. When problems such as deciding the number of boys and girls who should be admitted or the number of students from each barrio in the service area arises, the Local Advisory Council should make the decision since the matter is under its major responsibility.

The following criteria are used in selecting the prospective students:

a. Must be 14 years of age or older.
b. Must have finished the sixth grade.
c. Must have already decided not to pursue college studies.
d. Must have already decided and must be interested in making farming or related work as their occupation.
e. Parents or guardians must sign agreement to the following: 1) criteria 3 and 4; 2) pledge of availability of a piece of land for the student's farming programme; 3) support and assistance in the supervision of the student's farming programme.
f. Student's home farm for Supervised Farming Programme must be within 15 minutes walking distance.

3. For the Two-Year Agricultural Technician Course

a. High school graduates of non-agricultural

schools shall undergo a two-week summer pre-vocational training (work orientation) before enrolment. High school students from agricultural schools are exempted from this pre-vocational training.

b. All applicants for enrolment should submit to medical examination before any government physician to ascertain their physical fitness.

The curricular programmes

1. The Experimental Agricultural High Schools - These schools are following the Revised Four-Year Secondary Education Programme for Agricultural Schools in implementing the Revised Secondary Education Programme of 1973. It is a supervised farming-oriented curriculum in which the academic subjects are considered supportive educational areas (see Model A, Table 6).

2. The Barrio Development Schools - As mentioned earlier, the core of instruction in the barrio development school is the supervised farming project. The subjects in agriculture which are taken throughout the four-year period are those which have direct application in the supervised farming projects.

The supplementary subjects cover the basic information in and principles of English, Arithmetic and other subjects designed to improve the capabilities of the individual in operating their supervised farming projects. The supplementary subjects are classified into two: the tool subjects and the citizenship subjects. The tool subjects are those that help the learner know how to continue learning and provide him with the knowledge for understanding and solving problems of farming and farm living. The citizenship subjects help the student understand his community and the history and government of his country, and how the world's economic and political situation affect his life in the barrio (see Model B, Table 7).

3. The Two-Year Agricultural Technician Course - The two-year Agricultural Technician Course under Circular No. 8, s. 1974 will be the implementing guideline in this programme. It shall be the responsibility of the school administrator through the agri-tech instructor in the proper implementation of the curriculum (see Model C, Table 8).

Table 6

MODEL A

Revised Secondary Education (Vocational Agriculture)
Curriculum for Agricultural Schools

Subjects	Number of Min./Week	Credit
First Year		
1. Comm. Arts I (Eng.) (Read., Eng. Gram. & Comp. I)	300	2
2. Comm. Arts I (Pil.) (Pil. I, Char. Edu. & Rt. Cond.)	180	1
3. Social Studies I (Phil. Com. Life & Prob. & C.E.)	180	1
4. Science I (General Science)	180	1
5. Mathematics I (Arithmetic)	180	1
6. Youth Development Training (YDT)	300	1
7. Voc. Agriculture I (Boys and Girls)	300	1
8. Farming Programmes (Boys) Home-making Programmes (Girls)	900	3*
		11
Second Year		
1. Comm. Arts I (Eng.) (Eng. Lit. Gram. & Comp. II)	180	1
2. Comm. Arts II (Pil.) (Pil. II, Char. Edu. & Rt. Cond.)	180	1
3. Social Studies II (Agric. Econ. & Farm. Mgt. I & C.E.)	180	1
4. Science II (Biology)	180	1
5. Mathematics II (Algebra)	180	1
6. Youth Development Training	300	1
7. Voc. Agriculture II (Boys/Girls)	300	1
8. Voc. Elective Farming Programmes (Boys) Major Option/Home-making Programmes (Girls)	900	3*
9. Elective (Plant and Animal Protection)	180	1**
		11

* To be devoted to supervised farming at home or in the school.

** To be offered as elective in Science.

Table 6 (cont'd)

Subjects	Number of Min./Week	Credit
Third Year		
1. Comm. Arts III (Eng.) (Eng. Lit. Gram. & Comp. III)	180	1
2. Comm. Arts III (Pil.) (Pil. III, Char. Edu. & R.C.)	180	1
3. Social Studies III (Phil. Hist./Phil. Gov't & C.E.)	180	1
4. Science III (Chemistry)	300	2
5. Mathematics III (Geometry)	180	1
6. Youth Development Training (YDT)	300	1
7. Voc. Agriculture III (Boys/Girls)	300	1
8. Voc. Elective Farming Programmes (Boys) Major Option/Home-making Programmes (Girls)	900	3*
9. Elective (Agric. Eco. and Farm Mgt. III)	180	1***
		12
Fourth Year		
1. Comm. Arts IV (Eng.) (Eng. Lit. Gram. & Comp. IV)	180	1
2. Comm. Arts IV (Pil.) (Pil. IV, Char. Edu. & R.C.)	180	1
3. Social Studies IV (World Hist. & C.E.)	180	1
4. Science IV (Physics)	300	2
5. Mathematics IV (Trigonometry)	180	1
6. Citizens Army Training (CAT) (Boys and Girls)	300	1
7. Agriculture IV (Boys and Girls)	300	1
8. Vocational Elective Farming Programme (Boys) Major Option/Home-making Programmes (Girls)	900	3
9. Elective (Agric. Eco. & Farm Mgt. IV)	180	1***
		12

* To be devoted to supervised farming at home or in school.

*** To be offered as elective in Social Studies.

Table 7

MODEL B

The Four-Year BDS Curriculum

First Year

Language Usage I
Reading and Current Events
Applied Arithmetic I
Economics I (Principles and Concept)
Agriculture I (with Farm Mechanics)
Supervised Farming I
Health and Physical Education

Second Year

Language Usage II
Philippine History and Current Events
Applied Arithmetic II
Economics II (Marketing and Book-keeping)
Agriculture II (with Farm Mechanics)
Supervised Farming II
Health and Physical Education

Third Year

Language Usage III
Philippine Government and Current Events
Applied Biology
Economics III (Co-operatives)
Supervised Farming III
Agriculture III (with Farm Mechanics)
Health and Physical Education

Fourth Year

Language Usage IV
World History and Current Events
Applied Chemistry (Farm Chemicals, Preservations, etc.)
Economics IV (Farm Finance and Management)
Agriculture IV
Supervised Farming IV
Health and Physical Education

Table 8

MODEL C

Two-Year Agricultural Training Course

Subject Offerings

First Year First Semester	Number of Hours Per Week	Units
Agronomy I (Fundamentals of Crop Production)	2	2
Animal Husbandry I (Fundamentals of Animal Production)	2	2
Biology I (Morphology and Physiology of Plants and Animals)	5	3
Chemistry I (Fundamentals of Inorganic, Organic and Biochemistry)	5	3
Agri-Business I (Fundamentals of Farm Business Economics)	2	2
Communication Skills I (English)	2	2
Supervised Farm Practice I	15	5
Military Science II	(3)	(1)
Total	36	19
Second Semester		
Agronomy 2 (Cereals and Feed Grains Production)	2	2
Animal Husbandry 2 (Poultry Production)	2	2
Agri-Business 2 (Farm Management Economics)	2	2
Social Science I (Philippine Culture and Value System)	2	2
Soils I (Fundamentals of Soil Science, Fertilizers and Management)	5	3
Biology 2 (Plant and Animal Improvement)	5	3
Supervised Farm Practice Ia	15	5
Military Science 12	(3)	(1)
Total	36	19
Summer		
Supervised Farm Practice 2 (On-the-Job Training, Plant or Animal Projects, 300 hours - 5 units)		

Table 8 (cont'd)

Second Year First Semester	Number of Hours Per Week	Units
Agronomy 3 (Vegetable Production)	2	2
Animal Husbandry 3 (Swine Production)	2	2
Agri-Business 3 (Farm, Finance & Marketing)	2	2
Applied Research (Elements of Applied (Research)	5	3
Ag. Extension I (Basic Principles of Extension Work)	2	2
Ag. Engineering I (Farm Tools, Equipment and Machinery)	5	3
Supervised Farm Practice Ib	15	5
Military Science 21	(3)	(1)
Total	36	19
Second Semester		
Ag. Extension 2 (Adult Education in Extension)	2	2
Communication Skills (Technical Reporting)	2	2
Ag. Engineering (Farm Structures, Irrigation and Drainage)	5	3
Agri-Business 4 (Production and Marketing Co-operatives)	2	2
Major Option	3	3
Minor Option	3	3
Supervised Farm Practice Ic	15	5
Military Science 22	(3)	(1)
Total	35	20
Summer		
Supervised Farm Practice 2a (On-the-Job Training, Plant or Animal Projects, 300 hours - 5 units)		

Table 8 (cont'd)

Major Option	Number of Hours Per Week	Units
Agronomy		
Agronomy 4 (Pomology and Orchard Mgt.)	3	3
Agronomy 5 (Minor Field Crops)	3	3
Agronomy 6 (Tobacco Production)	3	3
Agronomy 7 (Sugar Cane and other Cash Crops)	3	3
Agronomy 8 (Rubber, Coffee, Cacao and other spices)	3	3
Agronomy 9 (Nursery Management)	3	3
Agronomy 10 (Production of Horticultural Plants)	3	3
Agronomy 11 (Floriculture and Landscape Gardening)	3	3
Animal Husbandry		
Animal Husbandry 4 (Beef, Cattle, Dairy and Carabao Production)	3	3
Animal Husbandry 5 (Fundamentals of Animal Breeding)	3	3
Animal Husbandry 6 (Common Diseases and Parasites of Livestock)	3	3
Minor Option		
Agri. Eng'g. 3 (Tractor and Farm Equipment Operation)	3	3
Agri. Eng'g. 4 (Farm Power)	3	3
Agri. Eng'g. 5 (Irrigation and Drainage)	3	3
Agri. Eng'g. 6 (Farm Buildings and Structures)	3	3
Agri. Eng'g. 7 (Rural Electrification)	3	3
Chemistry 2 (Chemical Research & Technology)	5	3
Soils 2 (Soil Analysis, Conservation and Management)	5	3
Statistics (Elementary Statistics)	3	3
Additional Courses		
Military Science 11 and 12 (First Year Basic Course)		
Military Science 21 and 22 (Second Year Basic Course)		

Organization and Projects of the SFP

The Supervised Farming Programme allows for both the in-campus and off-campus farming units. Four or more closely knit student farmers form one farming unit. One of them acts as the production leader who, on behalf of the members, transacts with the banks and other parties concerned with the supervised loans, and sees to it that all requirements of the programme are followed and fulfilled by the members. However, all the members of the farming unit are jointly and severally liable for any loan or loans obtained from the participating bank by any member of the group.

The supervised farming projects of a farming unit are classified into:

1. Major project - the project from which the main income of the students' farming programme is derived. In the agricultural high school, for example, the students' projects are in the following major areas: swine, poultry, or crop production (rice and corn).

2. Minor project - the project that ordinarily yields less income than a major project in a students' Supervised Farming Programme, but which is included in the programme to utilize labour more effectively.

3. Contributory Project - the production project in a students' Supervised Farming Programme, the products of which are consumed or utilized in the conduct of the major or minor projects. For example, crop projects which may provide feed for pasture for livestock are contributory projects.

Each supervised farming student is required to have at least a minor and a contributory project in addition to his major one. Projects may be put up either in the school or in the students' home farms as long as they are within reasonable distance from the school.

In the agricultural high schools the students are placed under the Supervised Farming Programme in their

sophomore year. The Barrio Development School students start their farming programme in the first year and the same is true with those taking the agricultural technician course.

Administration and Financing of the SFP

In accordance with the Educational Development Decree of 1972, the Educational Development Projects Implementing Task Force (EDPITAF) was created to take charge of those development projects recommended by the Presidential Commission to Survey Philippine Education. All the policies relative to the implementation of the Supervised Farming Programme are, therefore, promulgated by the Secretary of the Department of Education and Culture through the Executive Director of the EDPITAF.

These policies are then implemented by a Project Implementing Officer in co-ordination with the Rural Development Sector of the EDPITAF. On the school level, the Superintendent acts as Project Administrator and the principal as the project leader. Since the Supervised Farming Programme is the core of instruction in the schools mentioned, it is implemented with the support of and in co-ordination with the various staff of the said schools. See diagram 1).

The farm managers, the resource experts and the vocational agriculture teachers occupy key roles in the whole scheme of implementing the Supervised Farming Programme.

The sources of funds for the support of the Supervised Farming Programme are: the school funds, rural banks, personal funds and civic organizations. The rural banks are the only source of institutionalized credit.

By virtue of a Memorandum of Agreement between the Department of Education and Culture and the Central Bank of the Philippines dated 6 June 1974, the Education Department deposited with the Bank the amount of ₱2,566 million to facilitate student farmers' credit with the rural banks in the form of Special Time Deposit which in turn will be loaned out to the student farmers.

The Educational Development Projects Implementing Task Force (EDPITAF) has issued a comprehensive set of

Diagram 1

Input Interrelationship Supervised Farming Programme

guidelines for the implementation and operation of the DEC-CB loan agreement which participating schools and students comply with.

To make the programme viable the Supervised Farming Programme has a revolving fund derived from the proceeds of rentals which students pay for the use of land, equipments and other facilities.

The needs of the students such as animal stocks, seeds, feeds, fertilizers and chemicals are procured by the schools' co-operatives, although whenever possible, the students are made to acquire their needed inputs as part of their training.

Evaluation

The role of the Supervised Farming Programme in the total scheme of educational reform in the Philippines cannot be over-emphasized, particularly in the light of the following: There are around 33,821 barrios in the country where from 65-70 per cent of the population live and work. The source of livelihood and income of these rural populations is dominantly farming. About 80 per cent of the land is devoted to agricultural production but productivity is still relatively low.

The National Board of Education in its report for 1973, endorsed the Supervised Farming Programme, citing the immediate economic development returns to the investments in a Barrio Development School in Masaya, Bay, Laguna. A total of 67 students graduated in the fourth year of its operation.

The combined value of their supervised farming programme and co-operative projects amounted to ₱120,845.20 representing an increase over the previous year's figure of ₱95,562.00. The capital outlay for the year was ₱21,239.00 representing students' loans from the rural banks, and the year's entire budget was ₱36,100.00.

The Supervised Farming Projects included swine, cattle, duck, rabbit, horse and broiler production. The co-operative projects included communal vegetable gardens, feed mixing, swine insurance system and rice production projects.

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